



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12641790
SAU: MSAD 72
School: Charles A Snow School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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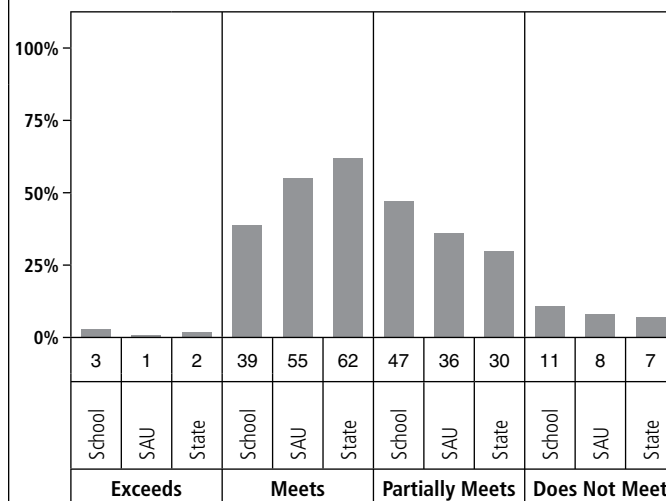
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

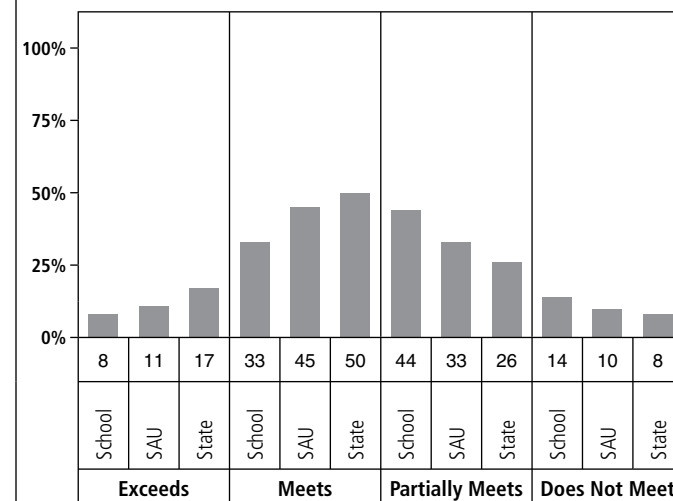
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	342	345	345
2006–2007	345	345	345
2007–2008	341	343	344
Cum. Avg. *	343	344	345
Mathematics			
2005–2006	345	348	344
2006–2007	347	351	347
2007–2008	339	343	347
Cum. Avg. *	343	347	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 72
 School: Charles A Snow School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	89	100	13803	100	36	97	88	99	13714	99	36	97	88	99	13710	99												
Ethnicity African American/Black	4	11	4	4	399	3	3	75	3	75	391	98	3	75	3	75	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	1	3	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	32	86	84	94	12916	94	32	100	84	100	12846	100	32	100	84	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	22	15	17	2358	17	8	100	15	100	2333	99	8	100	15	100	2329	99												
Current LEP	1	3	1	1	371	3	1	100	1	100	357	96	1	100	1	100	361	98												
Economically disadvantaged	24	65	45	51	5584	40	24	100	45	100	5535	99	24	100	45	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	25	68	50	56	10650	77	26	70	50	56	10678	77												
Identified disability (PET/IEP)	2	8	3	6	475	4	3	12	4	8	479	4												
LEP	1	4	1	2	151	1	1	4	1	2	149	1												
504 plan	0	0	1	2	83	1	0	0	1	2	85	1												
Participation with accommodations	11	30	38	43	2936	21	10	27	38	43	2911	21												
Identified disability (PET/IEP)	6	55	12	32	1735	59	5	50	11	29	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	5	45	26	68	986	34	5	50	27	71	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	1	3	1	1	80	1	1	3	1	1	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	3	4	352	3
	2006-2007	0	0	2	2	332	2
	2007-2008	1	3	1	1	227	2
	Cum. Total*	1	1	6	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	13	50	46	61	8641	62
	2006-2007	23	68	65	71	8691	63
	2007-2008	14	39	48	55	8403	62
	Cum. Total*	50	52	159	62	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	12	46	23	31	3671	27
	2006-2007	11	32	23	25	3781	27
	2007-2008	17	47	32	36	4018	30
	Cum. Total*	40	42	78	31	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	4	3	4	1163	8
	2006-2007	0	0	2	2	1021	7
	2007-2008	4	11	7	8	938	7
	Cum. Total*	5	5	12	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	23.3	50.7	25.6	55.7	27.6	60.0
Literary Text	23	50	11.8	51.3	13.4	58.3	14.1	61.3
Informational Text	23	50	11.5	50.0	12.3	53.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	1	3	14	39	17	47	4	11	341	88	1	55	36	8	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	3										3						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	32	1	3	13	41	15	47	3	9	341	84	1	56	36	7	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	4	50	4	50	0	0	343	15	0	47	40	13	341	2210	0	32	48	20	338
No	28	1	4	10	36	13	46	4	14	340	73	1	56	36	7	343	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	35	1	3	14	40	16	46	4	11	341	87	1	55	36	8	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	24	0	0	8	33	13	54	3	13	339	45	0	44	44	11	340	5450	1	49	39	11	341
No	12	1	8	6	50	4	33	1	8	344	43	2	65	28	5	345	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	36	1	3	14	39	17	47	4	11	341	88	1	55	36	8	343	13581	2	62	30	7	344
Gender																						
Female	23	0	0	9	39	14	61	0	0	340	52	0	56	42	2	343	6567	3	65	27	5	345
Male	13	1	8	5	38	3	23	4	31	341	36	3	53	28	17	342	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	1	9	2	18	6	55	2	18	339	18	6	22	56	17	339	2004	0	37	49	14	339
No	25	0	0	12	48	11	44	2	8	342	70	0	63	31	6	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	4										11	9	91	0	0	351	125	11	87	2	0	355
No	32	0	0	11	34	17	53	4	13	339	77	0	49	42	9	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	1	25	3	75	0	0	342	6	0	20	60	20	338	6	0	43	39	18	340
B. less than one hour	76	1	4	8	32	13	52	3	12	340	81	1	57	35	7	343	79	2	65	28	5	345
C. one to two hours	3	0	0	1	100	0	0	0	0	352	7	0	50	50	0	342	12	2	60	31	7	344
D. more than two hours	9	0	0	2	67	0	0	1	33	340	6	0	60	20	20	342	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	30	0	0	2	20	6	60	2	20	336	16	0	21	64	14	338	29	3	62	28	7	345
B. They match some of what I have learned.	36	0	0	6	50	4	33	2	17	342	51	0	63	30	7	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	15	1	20	1	20	3	60	0	0	344	20	6	53	35	6	343	15	1	56	34	9	343
D. There is no match.	18	0	0	3	50	3	50	0	0	340	13	0	64	27	9	340	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	64	0	0	9	43	9	43	3	14	340	42	0	58	33	8	343	42	3	67	24	6	346
B. good	24	1	13	3	38	3	38	1	13	343	44	3	59	32	5	344	46	1	62	32	5	344
C. fair	12	0	0	0	0	4	100	0	0	337	13	0	27	64	9	339	10	0	48	42	10	341
D. poor	0										1	0	0	0	100	326	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	3	0	0	0	0	1	100	0	0	336	10	0	38	38	25	340	22	1	48	38	12	341
B. about the same as my regular schoolwork	42	0	0	7	50	5	36	2	14	341	58	0	61	33	6	343	57	2	68	26	4	346
C. easier than my regular schoolwork	55	1	6	5	28	10	56	2	11	340	32	4	44	44	7	342	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	16	0	0	0	0	4	80	1	20	333	19	0	31	56	13	338	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	44	1	7	7	50	5	36	1	7	343	43	3	61	31	6	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	41	0	0	5	38	6	46	2	15	340	38	0	59	31	9	343	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	3	50	2	33	1	17	340	20	0	53	35	12	342	19	3	65	27	6	346
B. 20 minutes to an hour	48	1	6	5	31	8	50	2	13	342	47	3	50	40	8	343	47	2	68	25	5	346
C. less than 20 minutes	18	0	0	3	50	3	50	0	0	340	15	0	77	23	0	345	19	1	56	35	8	343
D. I rarely read at home.	15	0	0	1	20	3	60	1	20	336	18	0	47	40	13	340	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	36	0	0	4	33	6	50	2	17	339	29	0	40	44	16	340	28	1	56	33	9	343
B. six to ten pages	21	0	0	1	14	4	57	2	29	336	21	0	39	44	17	340	23	1	63	29	7	344
C. eleven or more pages	42	1	7	7	50	6	43	0	0	344	49	2	69	29	0	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										20	0	0	100	0	340						
B.	0										0											
C.	0										0											
D.	100	1	25	3	75	0	0	0	0	354	80	25	75	0	0	354						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	8	11	15	1295	9
	2006-2007	5	15	16	17	1985	14
	2007-2008	3	8	10	11	2277	17
	Cum. Total*	10	10	37	15	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	14	54	37	49	6852	49
	2006-2007	15	44	52	57	6990	51
	2007-2008	12	33	40	45	6764	50
	Cum. Total*	41	43	129	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	8	31	23	31	4081	29
	2006-2007	11	32	20	22	3673	27
	2007-2008	16	44	29	33	3504	26
	Cum. Total*	35	36	72	28	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	8	4	5	1638	12
	2006-2007	3	9	4	4	1193	9
	2007-2008	5	14	9	10	1044	8
	Cum. Total*	10	10	17	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.7	58.0	9.2	61.3
Cluster 2: Shape and Size	14	29	8.8	62.9	9.2	65.7	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.3	46.0	2.7	54.0	3.2	64.0
Cluster 4: Patterns	14	29	7.2	51.4	8.3	59.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	3	8	12	33	16	44	5	14	339	88	11	45	33	10	343	13589	17	50	26	8	347
Ethnicity																						
African American/Black	3										3						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	32	3	9	11	34	14	44	4	13	340	84	12	46	32	10	343	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	8	2	25	3	38	3	38	0	0	347	15	13	40	33	13	341	2208	6	35	37	21	338
No	28	1	4	9	32	13	46	5	18	337	73	11	47	33	10	343	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	35	3	9	12	34	16	46	4	11	340	87	11	46	33	9	343	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	24	3	13	6	25	11	46	4	17	339	45	11	38	42	9	342	5452	9	45	33	12	343
No	12	0	0	6	50	5	42	1	8	340	43	12	53	23	12	344	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	36	3	8	12	33	16	44	5	14	339	88	11	45	33	10	343	13584	17	50	26	8	347
Gender																						
Female	23	2	9	6	26	11	48	4	17	338	52	12	37	38	13	341	6565	15	49	27	8	347
Male	13	1	8	6	46	5	38	1	8	342	36	11	58	25	6	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	3	27	5	45	3	27	335	18	6	28	39	28	336	2004	5	39	41	15	339
No	25	3	12	9	36	11	44	2	8	342	70	13	50	31	6	345	11585	19	52	23	6	349
Gifted/talented program																						
Yes	4										11	36	64	0	0	356	125	70	30	0	0	366
No	32	2	6	9	28	16	50	5	16	338	77	8	43	38	12	341	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 72
School: Charles A Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	1	25	2	50	1	25	336	6	0	20	40	40	330	6	9	40	33	18	340
B. less than one hour	76	0	0	10	40	12	48	3	12	338	81	10	49	33	7	344	79	18	52	24	6	348
C. one to two hours	3	1	100	0	0	0	0	0	0	364	7	17	50	33	0	348	12	16	48	27	8	347
D. more than two hours	9	1	33	1	33	0	0	1	33	347	6	20	40	0	40	339	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	0	0	2	22	4	44	3	33	332	28	8	46	29	17	342	37	22	50	22	6	350
B. They match some of what I have learned.	39	1	8	6	46	5	38	1	8	343	41	11	49	34	6	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	12	1	25	2	50	1	25	0	0	346	20	18	59	18	6	346	12	9	44	36	11	342
D. There is no match.	21	0	0	2	29	4	57	1	14	336	11	0	22	56	22	332	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	1	8	3	25	4	33	4	33	337	33	19	37	26	19	343	39	25	48	20	7	350
B. good	61	1	5	9	45	9	45	1	5	341	54	9	49	36	7	344	46	14	52	27	7	347
C. fair	3	0	0	0	0	1	100	0	0	334	11	0	67	33	0	342	12	8	49	35	9	343
D. poor	0										2	0	50	0	50	324	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	2	33	3	50	1	17	339	19	6	38	31	25	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	48	2	13	8	50	3	19	3	19	342	54	13	54	24	9	345	59	18	53	24	5	349
C. easier than my regular schoolwork	33	0	0	2	18	8	73	1	9	335	27	9	39	48	4	342	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	1	8	4	33	5	42	2	17	339	39	12	42	30	15	341	32	13	47	30	10	345
B. two or three days a week	15	0	0	2	40	1	20	2	40	338	28	13	46	29	13	343	30	20	52	23	5	349
C. two or three times each month	21	1	14	3	43	3	43	0	0	344	16	14	57	29	0	348	19	20	53	21	6	350
D. never or almost never	27	0	0	3	33	5	56	1	11	337	16	0	50	43	7	341	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	324	6	0	20	40	40	332	7	5	34	40	20	338
B. two or three days a week	0										6	0	20	60	20	335	18	15	50	27	8	346
C. two or three times each month	12	0	0	0	0	3	75	1	25	332	15	15	38	38	8	344	28	21	53	21	4	350
D. never or almost never	85	2	7	12	43	11	39	3	11	341	73	11	53	27	8	344	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	0	0	2	25	5	63	1	13	334	18	13	13	53	20	336	16	8	42	36	13	342
B. 30–45 minutes	30	0	0	3	30	6	60	1	10	337	20	6	47	41	6	342	30	14	53	26	7	347
C. 45–60 minutes	33	2	18	6	55	2	18	1	9	347	41	11	60	23	6	345	32	22	51	22	5	350
D. more than 60 minutes	12	0	0	1	25	1	25	2	50	331	21	11	50	22	17	344	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										20	0	0	0	100	322						
B.	0										0											
C.	0										0											
D.	100	0	0	3	75	1	25	0	0	347	80	0	75	25	0	347						